

INGLETON PRIMARY SCHOOL “LOCAL OFFER” INFORMATION FOR PARENTS 2016

Our ‘local offer’ statement explains how we cater for the needs of all our pupils. We work in close partnership with North Yorkshire Council colleagues and their detail can be accessed via

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Ingleton Primary School:

- a caring place where everyone feels secure, valued and quality relationships are important.
- a positive place for developing and celebrating high standards.
- a successful place where individuals work hard to fulfil their own potential.
- a place where fairness, equality, honesty, trust and a sense of belonging are at the heart of all we do.

We welcome all pupils and we work in partnership with parents/carers to meet their needs

How do we identify the needs of children?

Our members of staff are skilled at identifying children with special educational needs. We also access a range of professionals if we need further guidance.

All teachers assess termly and track pupil progress according to Age Related Expectations (A.R.E.) as well as personal progress based on prior attainment. Teachers then decide on suitable approaches to help children make better progress.

Ways we identify the needs of children;

- Concerns can be raised by parents/carers, teachers, support staff, previous schools.
- An observation or assessment flags up difficulties or differences.
- Systems flag up any children who are below age related expectations and also any pupils who are not fulfilling their potential based on previous results. A child who does not make progress or scores poorly on tests in school deserves support.
- A child themselves asks for help.
- Parent meetings and home visits by Foundation Stage staff can raise concerns
- Information received from outside agencies – e.g. paediatricians, speech therapists and health visitors.

The 4 areas of need are Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health and Sensory and/or Physical

What should I do if I think my child may have Special Educational Needs?

Talk to your child’s teacher. Your concerns will always be taken seriously – your views are very important.

How will Ingleton Primary School staff support my child?

- High quality teaching
- Lessons are differentiated for all learners, including those with SEND, in order for them to access the learning at their level and make progress
- Additional and different support e.g. group interventions with a Teaching Assistant
Interventions include;

Units of Sound – Reading, Memory Games, Spelling programme
 Early Literacy Support/Additional LS/Further LS/ Sir Kit’s Quest (reading, spelling and writing)
 Speaking and Listening through Narrative / Narrative Therapy / Oral to Written / Semantic Links (communication and understanding)
 Time to Talk / Socially Speaking (confidence and working in a group)
 Teodorescu Perceptuo-motor Programme / Speed Up (handwriting)
 Talking Maths, Success@Arithmetic, Talk Maths, Numbersense, 1stclass@number, Springboard Maths and Targeting Pupil Progress in Maths
 Reading Recovery, Inference Intervention (reading)

- The class teacher and SENCO (Mrs Barry) ensure that the provision is appropriate for each child and is helping them to learn
- Appropriate resources are made available to support learning and development e.g. Visual timetable, computer, Visual aids.
- Regular Pupil Progress meetings with teachers, SENCo or/and Headteachers discuss the provision for any child who needs extra help. Parents are invited to talk through plans with class teachers.
- We use Inclusion Passports to record provision and it’s impact on a child’s learning. The Inclusion Passport is a key document for anyone working with a child as it contains all the necessary information about the provision that has been made. This is a key document for outside agencies and secondary schools to have so that they know what provision has been put in place and how successful or not it has been.
- If we need outside agency advice, this is always discussed with you and we request signed consent e.g. Speech and language therapists, Educational Psychologists, Parent Support Advisers, Enhanced Mainstream schools for specific learning difficulties, communication and interaction and BESD, Specialist teachers for hearing and visually impaired children, Social care and Looked after children workers
- The governing body has appointed a SEND and Safeguarding governor (Mrs Katie Harrison) who talks with the Headteacher/SENDCo on a regular basis and reports to governors’ meetings.

How will the curriculum be matched to my child’s needs?

We evaluate the effectiveness of our provision in half- termly Pupil Progress meetings which involve the Headteacher, SENCO and class teachers discussing pupils’ progress and suitable teaching programmes for each child. Children’s learning targets are reviewed at least termly and new programmes or different support organised as necessary. Our curriculum is designed to match your child’s needs by offering personalised learning which is differentiated according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential.

We listen to our pupils.

Pupils here know that they are safe and well cared for. Staff genuinely care and listening to pupils is a priority. Pupils elect a Head Boy and Girl, as well as a committee to represent the voices of each class. This is called Kids Committee and we consult our pupils over numerous events and school policies throughout the year.

How will I know how my child is doing?

Parents' evenings twice a year will inform you on your child's progress and targets. The SENDCO can be present at your consultation if you wish. Contact is not limited to formal meetings and you are welcome to talk about your child's learning at a mutually convenient time at any time in the school year. We believe that a parent and teacher partnership approach is in the best interests of a child. You will receive an annual report from the class teacher and Home/School contact books can be provided if needed. If your child works with a visiting professional then we share any written reports/documentation with you.

How will the school help me to support my child's learning?

Class teachers are always happy to discuss how you can support your child's learning. Ideas for support are made available by any outside agencies. Some teachers make some after-school provision to help parents and children work together e.g. Class 6 SATs club and we do offer computer time for families who need to access technology for homework. There are links to learning on the school website and within the class information leaflet which is issued in September. Each class teacher also hosts an introductory meeting in September. We provide written guidance about how we teach maths to assist with homework and parents of younger pupils receive guidance on reading, phonics and handwriting. Classes host information evenings in September and teachers and parents can share strategies for learning at home as well as school. Parents are invited to be involved in workshops e.g. KS1 Phonics. Homework provision supports parents and children working together.

What support will there be for my child's overall wellbeing?

Children's health and wellbeing are our priority. If a child is happy then they can learn. We liaise with an Education Welfare Officer (EWO) if we have concerns about attendance. We have good links with the school nurse. Our P.S.C.H.E. curriculum supports emotional and physical wellbeing in all aspects of school life, both within lessons and the wider aspects of school life. Extra-curricular Clubs support our positive school ethos e.g. Drama, Newspaper, Rounders, Chess. The Common Assessment Framework (CAF) is used to support the wellbeing of a child and their family and involves teamwork which focusses resources to enhance home and school provision.

What training have the staff supporting children with special educational needs (SEND) had or are having in the future?

All staff access regular training on Special Education Needs and Child Protection as necessary. The Headteachers ensure that staff have the skills they require to support all the pupils. Governors are also made aware of agendas for training and welcome to participate.

How will my child be included in activities outside the classroom including school trips?

Ingleton Primary School is committed to equality and inclusion. We make sure that activities outside the classroom and school visits are available to all. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with one-to-one support if necessary. Parents are invited to accompany their child on a school trip if this ensures access. Clubs are available to all pupils in certain year groups, although places are limited. Holiday clubs are offered to all.

How accessible is Ingleton Primary School?

Our building is fully wheelchair accessible, with wide corridors and a disabled toilet as well as disabled parking. Any work on our building considers the needs of current pupils and staff as well as disabled visitors.

How will Ingleton Primary School prepare and support my child to join the school or transfer to a new school?

There are induction evenings in the Summer Term for all children who will be joining Nursery and Reception. Nursery age children are visited by a member of the Foundation Stage team before joining. One to one visits are also organised in school so that staff meet pupils and also have time to talk with parents.

Children who join school at a later date are given a tour and opportunity to meet relevant staff and peers and when appropriate we offer home visits. Parents are given information, including the school's web address. We encourage all new starters to visit for "taster" days to relieve any anxieties. Previous schools are contacted to share information.

We run a transition programme for Year 6 pupils. Vulnerable pupils are given additional support with extra visits to prepare for their transfer to secondary school. Secondary school SENCOs visit us to meet teachers and our SENCO to discuss the needs of all pupils. Records are also shared. If a child is named in a CAF or Education Health Care Plan the new school staff are invited to attend a transfer meeting.

We are confident about new children joining our school. Our pupils and staff are extremely welcoming.

How are resources allocated and matched to children's special educational needs?

The SEND budget is managed by the Headteachers and Finance Officer. Resources are requested and ordered as necessary to support each pupil's learning. 'Pupil Premium' payments are also used to support some children's learning, development and wellbeing. The governing body is kept informed of funding decisions.

How is the decision made about what type and how much support my child will receive?

We aim for all children to make the expected progress for their age. Each child is assessed individually and support is put in place depending on their need. If their need changes, their support is adjusted appropriately. Additional assessments from outside agencies will sometimes necessitate purchasing resources or training. Annual Review meetings are held with class teachers, parents and the SENCO to discuss a pupil's progress and any additional needs which require support. Pupil progress meetings are held with the Headteacher and class teacher three times a year to look at progress and decide on necessary support. Visiting professionals come into school share advice about best practice.

How are parents involved in Ingleton Primary School? How can I be involved?

Parents are kept informed and also encouraged to contribute. Discussions can be held with the class teacher both informally or at parents' evenings. An appointment can be made with the SENCO to talk about any worries.

We use a range of learning programmes (interventions) to support pupils with SEND. Parents are given information about the intervention and who will be leading the programme and when.

Complaints Procedure

Our policy is on our website. Any concerns should initially be raised with class teachers and if necessary the SENCO can be involved. If no satisfactory conclusion is reached one of the Headteachers can be included before any formal procedure is launched.

Our provision is enhanced by working in partnership with;

- The Three Peaks Primary Schools Cluster
 - The Craven Schools partnership
 - The North Craven Children's Centre
<http://www.northyorks.gov.uk/article/25563/North-Craven-childrens-centre>
 - EMS (Enhanced Mainstream schools) which give specific support to schools for SpLD (Specific Learning Difficulties), C & I (Communication and Interaction) and BESD (Behavioural, Emotional and Social Difficulties)
 - The Parent Partnership service provides impartial information and advice to parents and carers of children who have special educational needs, learning difficulties or disabilities.
<http://www.northyorks.gov.uk/article/25378/Special-educational-needs---parent-partnership-service>
- South Lakes Rural Partnership alliance
- North Yorkshire County Council Support for Children in Schools.
<http://www.northyorks.gov.uk/article/23554/Support-for-children-in-school>
 - University of Cumbria, Lancaster & Morecambe and Kendal Colleges
 - Settle College and Queen Elizabeth School, Kirkby Lonsdale.
 - Settle Cricket Club, Zanna's Dance and Kendal Judo Club
 - Ingleton Swimming Pool

This Document was produced by Dawn Barry and initially shared with Governors in October 2016. It will be reviewed in October 2017.